

## A C MOORE ELEMENTARY

333 Etiwan Ave.  
Columbia, South Carolina 29205

**GRADES** K-5 Elementary School

**ENROLLMENT** 320 Students

**PRINCIPAL** Cynthia Detuelo 803-343-2910

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	49	32	0	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

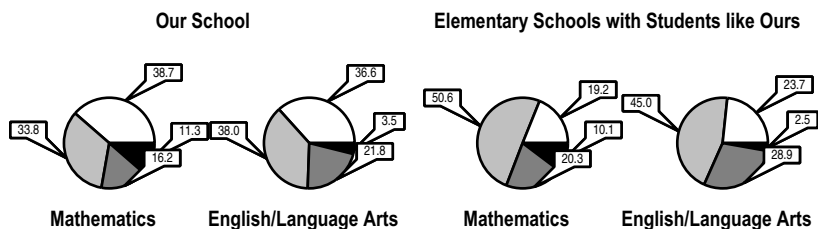
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




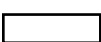
[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)

[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Good	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	33	44	25
Percent satisfied with learning environment	97.0%	54.5%	80.0%
Percent satisfied with social and physical environment	97.0%	61.4%	72.0%
Percent satisfied with home-school relations	93.9%	72.7%	92.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	162	100.0	36.6	38.0	21.8	3.5	25.4	17.6
Gender								
Male	82	100.0	47.2	27.8	19.4	5.6	25.0	17.6
Female	80	100.0	25.7	48.6	24.3	1.4	25.7	17.6
Racial/Ethnic Group								
White	56	100.0	27.8	31.5	33.3	7.4	40.7	17.6
African-American	98	100.0	43.4	42.2	13.3	1.2	14.5	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	118	100.0	25.0	40.0	30.0	5.0	35.0	17.6
Disabled	44	100.0	64.3	33.3	2.4	N/A	2.4	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	162	100.0	36.6	38.0	21.8	3.5	25.4	17.6
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	154	100.0	38.1	37.3	20.9	3.7	24.6	17.6
Socio-Economic Status								
Subsidized meals	94	100.0	46.2	35.9	16.7	1.3	17.9	17.6
Full-pay meals	68	100.0	25.0	40.6	28.1	6.3	34.4	17.6

Mathematics								
All students	162	100.0	38.7	33.8	16.2	11.3	27.5	15.5
Gender								
Male	82	100.0	47.2	27.8	13.9	11.1	25.0	15.5
Female	80	100.0	30.0	40.0	18.6	11.4	30.0	15.5
Racial/Ethnic Group								
White	56	100.0	24.1	31.5	22.2	22.2	44.4	15.5
African-American	98	100.0	49.4	36.1	12.0	2.4	14.5	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	118	100.0	21.0	41.0	22.0	16.0	38.0	15.5
Disabled	44	100.0	81.0	16.7	2.4	N/A	2.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	162	100.0	38.7	33.8	16.2	11.3	27.5	15.5
English Proficiency								
Limited English proficient	8	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	154	100.0	40.3	32.8	16.4	10.4	26.9	15.5
Socio-Economic Status								
Subsidized meals	94	100.0	50.0	34.6	10.3	5.1	15.4	15.5
Full-pay meals	68	100.0	25.0	32.8	23.4	18.8	42.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	44	N/A	26.8	22.0	41.5	9.8	51.2
	Grade 4	42	N/A	31.6	36.8	31.6	N/A	31.6
	Grade 5	47	N/A	30.2	41.9	25.6	2.3	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	32.1	32.1	28.3	7.5	35.8
	Grade 4	49	100.0	31.0	40.5	26.2	2.4	28.6
	Grade 5	55	100.0	46.8	42.6	10.6	N/A	10.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	44	N/A	35.7	31.0	14.3	19.0	33.3
	Grade 4	42	N/A	39.5	36.8	15.8	7.9	23.7
	Grade 5	47	N/A	37.2	30.2	11.6	20.9	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	58	100.0	37.7	30.2	18.9	13.2	32.1
	Grade 4	49	100.0	26.2	42.9	19.0	11.9	31.0
	Grade 5	55	100.0	51.1	29.8	10.6	8.5	19.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
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Students (n= 320)

First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.3%	Down from 0.9%	2.6%	2.4%
Attendance rate	95.6%	Down from 96.0%	95.8%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	18.1%	Down from 21.9%	14.3%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.4%	Up from 10.8%	8.6%	8.0%
Older than usual for grade	0.6%	Down from 0.7%	0.9%	1.1%
Suspended or expelled	0.0%	Down from 1.7%	0.0%	0.0%

Teachers (n= 27)

Teachers with advanced degrees	59.3%	Up from 51.5%	45.2%	50.0%
Continuing contract teachers	74.1%	Down from 78.8%	88.0%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.8%	Down from 79.5%	87.9%	86.2%
Teacher attendance rate	94.3%	Down from 95.4%	95.2%	95.3%
Average teacher salary	\$41,979	Up 3.7%	\$39,638	\$39,909
Prof. development days/teacher	N/R	N/R	10.9 days	11.4 days

School

Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio	16.0 to 1	Up from 14.8 to 1	19.2 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.2%	89.8%	89.7%
Dollars spent per pupil*	\$7,312	Down 16.4%	\$5,668	\$5,892
Percent spent on teacher salaries*	73.5%	Down from 75.6%	66.6%	66.6%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

A.C. Moore Elementary School completed the yearlong Southern Association of Colleges and Schools (SACS) evaluation process and found that significant progress had been made in the overall academic performance during the 2002-2003 school year. Ninety-six percent of the parents surveyed were happy with the education their child received at A.C. Moore and believed the school was an excellent school. A number of grants were won this year by the staff, and donations from the community increased to record heights.

The Writing Improvement Network of South Carolina designated our school as a South Carolina Exemplary Writing School in 2002, and the staff continued to implement the writing principles that made our program exemplary. Three teachers earned National Board status in 2002; they join four others who received national certification in 2001. Three additional staff members are awaiting the outcome of their application for national certification in 2003, which would bring the school total to ten nationally certified teachers.

The requirements of the No Child Left Behind federal law caused the school to prepare for changes. For the first time, 35 ESL (English as a Second Language) students and 14 students with severe academic disabilities prepared for PACT testing. The student population, representing fourteen nationalities and 50% on free or reduced lunch status, reached five of the six national Annual Yearly Progress indicators last year. Discipline incidents remained low as the school continued to implement the Life Skills character education program.

In the academic area, class sizes were again held to 15 students per 1 teacher in grades one through three. Accelerated Math and Reading programs were implemented. Math and science became focuses, and the school purchased instructional materials such as Everyday Math and Foss science kits to challenge all students. To increase the percentage of students earning Advanced scores on PACT, the AAP curriculum is being redesigned to maximize student learning. Staff development focused on increasing rigor in the instructional program. Consequently, the school expects to see PACT scores rise. Reaching this goal will take sustained effort from all concerned: staff, students, and parents. But A.C. Moore is a school that sees the possibilities and works to achieve them.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.